

**GRADUATES' UNDERSTANDINGS, ACTUAL WRITING, AND
CHALLENGES IN CONSTRUCTING RESEARCH ARTICLE
ABSTRACTS**

A THESIS

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English Education



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ABSTRACTS**

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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
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APPROVAL

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ABSTRACT

Studies on research article abstracts have been done extensively ranging from investigating the constituent move-step, linguistic realization, cultural diversities, to the challenges of writing them. However, only a few focus on exploring the students' understandings and its relationship with their actual writing. Thus, this study aims to compare the students' statement of abstract move-step with their actual writing as well as exploring their challenges in writing the abstract. This study employed a qualitative design and used an online open-ended questionnaire administered to ten graduates' students. The move-step was analyzed using Hyland's (2000) model while the challenges were classified based on Ferguson's (2011) theory. The findings revealed that the students' understandings do not reflected in their writing. The differences between the students' understandings and actual writing mostly appeared in the step-level of move 1 and move 5. This is due to some reasons such as level of familiarity, no specific requirements from the publisher, lack of linguistic skills, and different perspectives and preferences. Meanwhile, in terms of challenges, the students stated that they encountered six challenges such as writing the main points of abstract, writing an informative abstract, using academic vocabulary, writing coherence and clear paragraph, finding good sample of abstract in the internet, and finding suitable publishers. Therefore, it is suggested that academic writing courses elaborate more about the elements of move-step in abstract writing. In addition, the students must also be given an ample opportunity to actually write the abstract referring to the theories given in the class.

Key words: Challenges, move-step in abstract writing, students' actual writing, students' understandings

ABSTRAK

Penelitian mengenai abstrak dalam artikel penelitian telah dikaji secara luas mulai dari menginvestigasi konstituen *move-step*, realisasi linguistic, keragaman budaya, maupun tantangan dalam penulisannya. Akan tetapi, hanya sedikit yang berfokus untuk mengeksplorasi pemahaman siswa dan menghubungkannya dengan tulisan mereka. Oleh karena itu tujuan dari penelitian ini adalah untuk membandingkan pernyataan siswa mengenai *move-step* dalam abstrak dengan apa yang mereka tulis sekaligus mengeksplorasi tantangan menulis abstrak. Dengan demikian, penelitian ini menggunakan desain kualitatif dan menggunakan kuesioner terbuka yang diberikan kepada 10 mahasiswa pascasarjana secara daring. Untuk bagian *move-step* dianalisa menggunakan model Hyland (2000) sementara tantangan dalam penulisan abstrak diklasifikasikan berdasarkan teori Ferguson (2011). Hasil dari penelitian ini menyebutkan bahwa pemahaman siswa mengenai *move-step* tidak tercermin dalam tulisannya. Ketidaksesuaian antara pemahaman dan tulisan sebagian besar ditemukan pada *step* yang ada di *move 1* dan *move 5*. Hal ini terjadi karena beberapa alasan seperti tingkat pengetahuan, tidak adanya persyaratan khusus dari penerbit, kurangnya keterampilan linguistik, serta perbedaan perspektif dan preferensi. Sementara itu, dalam hal tantangan, penulis menyebutkan bahwa mereka menghadapi enam tipe tantangan seperti menulis poin-poin utama dalam abstrak, menulis abstrak yang informatif, menggunakan kosa kata akademik, koherensi penulisan dan paragraf yang jelas, mencari contoh penulisan abstrak yang baik di internet dan mencari penerbit yang sesuai. Oleh karena itu, disarankan untuk menambahkan penjelasan yang lebih mendalam mengenai elemen *move-step* pada mata kuliah penulisan akademik. Selain itu, siswa juga harus diberikan kesempatan yang luas untuk menulis abstrak berdasarkan pada teori-teori yang diberikan di kelas.

Kata Kunci: tantangan, *move-step* dalam penulisan abstrak, tulisan siswa, pemahaman siswa

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